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Educational Specialist

Intelligence Orientation Course #37

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I. INTRODUCTION

The writer of this memorandum monitored "Intelligence Orientation Course #37" from 4-15 January 1960 as a result of a request from the Chief, Intelligence School dated 28 May 1959.

II. COURSE OBJECTIVES

"1. The primary objectives of Introduction to Intelligence are:

- a. To develop understanding of the fundamental concepts of intelligence; the importance of intelligence in the national security framework, through a review of its historical development, and its present responsibilities in support of national policy.
- b. To develop understanding of the role of the various intelligence agencies in Government, their interrelationships, and responsibilities within the intelligence community.
- c. To define and describe the functions of CIA, its major components, and its responsibilities for the collection, production and dissemination of intelligence, and for the conduct of other activities.

Approximately ninety percent of course time during Introduction to Intelligence will be devoted to the achievement of these objectives. The test will cover this material only.

2. A secondary objective of Introduction to Intelligence is:

To provide an opportunity for examination and articulation of fundamental American beliefs and practices.

Approximately ten percent of course time during Introduction to Intelligence will be devoted to the achievement of this objective."

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As an "introduction" or "orientation" type course, it was effectively conducted. It offered, however, very little opportunity for realistic learning opportunities other than for the student to accomplish successfully the final test. In this type of course, perhaps such opportunities need not be of paramount concern. It is believed that Objectives 1. a. and 1. b. were reasonably accomplished but Objective 1. c. could have received much more extensive instruction toward its accomplishment. (More will be said later in this memorandum to this point.) It is believed that Objective 2., while being accomplished by this course, does not logically belong in an "Intelligence Orientation" type course.

III. GENERAL INFORMATION

There were a total of 49 students in this class. The majority were GS 9 and below; the range was from GS 4 through GS 15. The students were about evenly divided as to DD/I, DD/P, and DD/S assignment with DD/I being predominant. The great majority had college degrees or advanced work beyond the high school level. Many of the students had been with the Agency a very few months and the range varied from a few days to around twelve years.

A number of very acceptable instructional techniques and considerations are employed by the instructional staff. Mention is made of the following items:

1. Recognizing the need for more student activity by dividing the whole class into "seminar" sessions.
2. At the beginning of each lecture the objectives were presented and at the end a summarization was made of the points covered.
3. Change of instructional/learning pace through the use of frequent and varied instructional techniques.
4. Good use of a list of abbreviations and OTR Glossary.
5. The use of the matching tests and CIA organizational test as a teaching device.
6. Suggesting that the students make notes of questions during any lecture and ask them of the lecturer during the question-answer periods.
7. Recognizing that the class is heterogeneous in many respects and attempting to pitch the instruction to the level of interest of the majority.

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8. Providing reproduced lecture outlines for student use during the lecture.

9. Course was smoothly administered and organized with respect to the physical aspects of instruction.

10. The use of the Support and Intelligence Products Exhibits.

11. The use of the "Dissemination of reports" exercise.

12. Requiring the student to stand when asking a question and the lecturer to repeat the question so that all can hear.

13. The effective use as a teaching device of several short tests at the beginning of the day (this might be expanded more effectively in the seminar sessions with resulting discussions by the instructors).

IV. SUGGESTIONS

The following suggestions are made with the thought that they will contribute to some degree in the improvement of instruction and student learning. They should not be interpreted as any official demand upon the Chief Instructor to implement them. Further, they have been discussed with the Chief Instructor prior to completing this memorandum.

1. It is believed that one area in this course which could stand the most improvement is that of training aids. Hardly any are used, with certain exceptions of general interest films, samples of documents produced or functions accomplished by various components of the Agency, and a few slides and charts. Generally speaking, instruction on table of organizations and functions of various offices is difficult and tends to be "dry". The use of strip charts, magnetic build-up boards, overhead transparencies, and the like would tend to make this subject area much more interesting and, more importantly, effective for student retention. It should also be kept in mind that it has been estimated that the average adult obtains about 75% of all his knowledge through the use of his eyes and only 13% through the use of his ears. Particularly in a course like this wherein the majority of information is presented by the oral media, instructors should make every effort to conduct as much training as possible involving the use of the eyes. The aids presently in use by Operations Support Training, IS, to teach this subject area of organization and functions, would certainly be an excellent starting point in the development of similar ones for use in the IOC. One instructor used the blackboard to

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to illustrate the historical development of CIA. This in itself was commendable, however, some of the writing was small in size and difficult to read from the back of the classroom. A prepared training aid would be much more effective and efficient in this instance. This suggestion on the use of training aids is particularly apropos to the instruction given in the "Seminar" sessions. The regular instructional staff could also develop aids for the various guest speakers (with their cooperation) in order to enhance their presentations and make them more effective.

2. Since there was a wide divergency among the students as to "time in the Agency" would this situation merit separate courses, one for the new employee, one for the more experienced employee? Obviously, if such were the case, the two courses would be pitched at extremely different levels of instruction, activity, and subject matter coverage.

3. A need exists in the student kit for more extensive background reading materials. Ample, almost excessive, study periods (within the schedule) are provided but after the first several days all the present reading materials are completed by the students and most of their time is then devoted to newspapers, magazines, and the like. A good percentage of the students spend some time in the classroom prior to 0830 hours. More independent reading and study materials should be made available to compensate for individual differences (mental, as well as length of experience in the Agency) among the students.

4. The idea of having numerous samples of intelligence production is very commendable. It is suggested, however, that an additional concept of production be introduced. Such an idea might be in the form of a case study. The students would be given various samples of intelligence "information" perhaps as an analyst would collect and receive. The students would then be required to go through the process of assembly, analysis, integration, interpretation, and evaluation with the objective of producing "intelligence". Obviously, the problem would have to be kept simple but yet it could be devised so that the students would gain first-hand experience and realization of the problems which an analyst faces in producing the final product. It was apparent that some students were not clear in their minds as to the nature and complexity of this problem and the difference between information and intelligence. Perhaps such an activity would assist in clearing this concept.

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5. In the use of reproduced lecture outlines handed to the students it is suggested that larger spaces be provided for actual note taking with the announcement at the beginning of the course that this is the purpose of the outlines. Also the lecturer should make more definite references during his lecture to the outline since in several cases it was difficult to relate the spoken information to its particular place on the outline. It is also suggested that such lecture outlines be produced for the guest lecturers since they also cover many details and specifics.

6. In the "seminar" sessions (which are really instructional-question-answer sessions) the instructors should make a greater attempt at promoting discussion among and from the students. Increased interest would be developed by the students and, perhaps much more important, more learning and retention would be accomplished. Increased effort on the part of the instructional staff should be devoted to the techniques of questioning and conducting good discussion sessions. Perhaps this area would be worthy of several in-service instructional periods.

7. The Course Critique Form (Attachment A) might be improved if the various lecture headings were itemized on the form and specific comments were obtained regarding each. As presently constituted, most students will tend to make generalized statements re "guest speakers", "seminars", "instructional techniques", and the like. As a rule, generalized statements do not contribute measurably to an instructional staff and their interest in improving the course. Further, at the beginning of the course, the Chief Instructor should inform the students that specific comments are needed to be of any great help, and give examples of desirable ones, rather than general comments as "The lectures were very interesting", "More information is needed on XX subject". Also several times during the course, the Chief Instructor should remind the students to complete the critique form immediately after a presentation while it is fresh in their minds.

8. Since the evaluation procedures and tests have been a matter of previous concern with both the instructional staff and A&E Staff, further comments will not be made by the writer of this report. As a different technique, however, the instructional staff might consider the possibility of giving a pre-test at the beginning of the course and another form of the test at the end of the course for the purpose of showing the students exactly what they might have learned from

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this course. Such a technique is usually worthwhile for training purposes when used properly by the instructional staff. In addition it is suggested, that the final evaluation designations (see Attachment B) of "Unsatisfactory", "Satisfactory", and "Excellent" be revised to indicate only "Unsatisfactory-Satisfactory" or "Pass-Fail" designations. It is the writer's opinion that for a course of this type the fine distinction between a high "Satisfactory" and a low "Excellent" is unrealistic when produced only from a numerical division on a rank distribution of a multiple-choice examination. Further, the extent of time working in the Agency and the resultant knowledge acquired therefrom might tend to give an advantage to such an employee which would not necessarily indicate a degree of learning resulting directly from the course. Consideration might also be given to the possibility of no grade but only a statement to the effect that the student accomplished the course objectives which were ". . . ." through participating in certain course activities which included ". . . ." and covered such general subjects as ". . . .".

9. Generally speaking, the guest lecturers were excellent and gave the students a good impression of the various offices and their functions. Several guests, however, were mediocre both as to organization of their lectures and methods of presentation. Several ineffective techniques were such as: pacing the floor, moving beyond the range of the microphone so that they could^{not} be heard, smoking while giving their lecture. Particularly in a class of this sort where the new employee obtains an impression of other Agency offices, only the best lecturers should be retained and, if necessary, the regular instructional staff should substitute in these weak areas.

10. Several areas included in the present course are felt to be extraneous to this course. Such areas include: Area Orientation Films (even though optional), "Lady from Philadelphia", "The Other Hat", American Thesis Seminars, and most of the Support lectures. It is recognized that these areas are very interesting to the students, but are questioned as to their direct value and contribution to "intelligence orientation", even though in their own rights, they would be of use in other courses. It is suggested that consideration be given to the substitution of other areas such as: case history of intelligence production (amplified elsewhere in the memorandum); more extensive reading materials as background information; more concentration in the functioning and purposes of the intelligence community and other intelligence gathering organizations and their inter-play with CIA.

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Since a number of students appeared weak in this latter area, this could also be an expanded function of the seminar sessions in which further discussions and questions would be conducted. There are probably several other student-activity type functions which this faculty could easily devise pertaining to training in intelligence gathering and producing and which would be appropriate in this type of course and which would assist the students to better understand the complete intelligence community functions, Agency functions, and the like. As a part of the expanded reading materials suggestion, consideration might be given to the possibility and effectiveness of developing a handout which would list titles and briefly describe samples of finished intelligence production items and their sources. This would perhaps assist the students in gaining a firmer idea of the subject areas covered and how these materials might be of value to their work.

V. GENERAL SUGGESTION

It is the writer's understanding that the IS faculty has been given the responsibility of revising this course, putting the materials and lectures in writing, all with a general objective of making it a reading type course, supplemented by only the minimum of lectures, with the possibility of some sort of test in order to receive official credit for the course. Also under consideration is the possibility of making it into a correspondence type course.

Several basic assumptions seem necessary:

1. The subject matter as represented by the course title should be given on a required basis to all personnel new to the Agency.

2. Such intelligence subjects would be valuable and necessary as an integral part of some sort of a larger, integrated course required of all new personnel in the preparation for their various Agency duties. Subjects which should logically be included in this orientation type course would be:

- a. Introduction to the Profession of an Intelligence Officer
- b. Organization of the Intelligence Community
- c. Organization of CIA and the Functions of its components
- d. Collection and Production of Intelligence
- e. Communication

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f. A break-out of courses into Agency job knowledges and skills required of the particular GS levels and job family into which the new employees fall (administrative procedures; analysis procedures; OPG; etc.).

Looking at this problem both as an educator and as a relatively new employee in the Agency, the writer firmly believes that the subject is a necessity, required for each new employee, and that the subject of intelligence to be effective, must be taught in a live academic classroom situation. Offering this course as either a reading or correspondence type course has many disadvantages, to mention a few:

1. generally inefficient and ineffective as a learning technique for a vital subject;
2. many new concepts, terms, functions, etc. are included in this area and should have the benefit of personal explanation and instruction;
3. the normal day-to-day job duties would interfere with the course completion;
4. most or all of the materials would be classified and so the work would have to be done during "office" hours, probably to the annoyance of the supervisor as well as the student.

As presently constituted, if the course is intended as an orientation course to our Agency for all new employees, it is inadequate in effectively covering all the aspects and functions of the DD/P and DD/S particularly and should be expanded in time and coverage. If it is intended that the course be devoted only to the subject of intelligence orientation and possibly used as a prerequisite for other courses, then further concentration should be made on the aspects, organization, and functioning of the intelligence community, Agency responsibilities and functioning for actual intelligence production, and the extraneous materials eliminated. A student taking both the IOC and the Administrative Procedures Courses now experiences extensive overlap of instruction in the area of mission, organization, and functions of our Agency. There are possibly other examples of course overlap.

The following suggestions are made:

1. By removing the "frosting on the cake" an introductory course on intelligence orientation could be effectively taught in approximately half of the present time. (By "frosting" is

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meant such as the following which are really interesting items, valuable in a particular place, but perhaps not making a major contribution to "Intelligence Orientation": Area Orientation Films; "Lady for Philadelphia"; "The Other Hat"; American Thesis Seminars; Support lectures; reduction of excessive study periods or perhaps more extensive background reading materials added.) This course should be taught by lectures, study periods, discussion periods including student performances on accomplishing sample intelligence problems.

OR 2. It is strongly suggested that this course should become an integral part of some sort of a more extensive and complete "orientation" or "induction" course as outlined briefly in the above assumptions.

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